

Year 5 – Design an Invasion game

Learning Intentions (QCA 2000)	Vocabulary (QCA 2000)	Content	Assessment
<p>Acquiring and Developing Skills:</p> <ul style="list-style-type: none"> To develop a broader range of techniques & skills for attacking and defending 	<p>Keeping possession</p> <p>Passing</p> <p>Dribbling</p> <p>Shooting</p>	<p>Week 1: Use football, netball, rugby as context, play the game with minimum rules (3 max.) stop the game every 3/4 minutes and ask the class for a variation or improvement on the current rules. Small-sided games are preferable (no more than 6 per side).</p>	<ul style="list-style-type: none"> Able to perform skills with accuracy, confidence and control Able to identify the differences between attacking and defending skills
<p>Selecting & Applying skills and tactics:</p> <ul style="list-style-type: none"> To know & apply the basic strategic and tactical principles of attack, and to adapt them to different situations To choose and apply skills more consistently in activities 	<p>Shielding the ball</p> <p>Width; depth</p> <p>Support</p> <p>Marking; covering</p>	<p>Divide class into 4/6 groups. Challenge each group to improve their game, using different balls (small + large foam balls, tennis balls etc.) Differentiate resources according to skills and abilities of each group.</p> <p>If feasible, group to note down their alterations and rule changes. (Could be typed on PC / annotated diagram)</p> <p>Week 2: Teacher led discussion on what the class would like to see in an invasion game. (High scoring, fast, skilful etc.) Set parameters for the game e.g. pitch size, number of players per team etc. (keep the team numbers down to a maximum of six per team) Using a range of resources (use whatever you think would be interesting from the PE resources e.g. hoops, quoits, benches etc. split class into 4/6 groups and challenge them to:</p> <ol style="list-style-type: none"> Create a small game where the ball etc. cannot touch the ground. Create a small game where there is no contact, just interception Create a small game where players can only play in a certain area of the pitch. <p>After each challenge, ask the groups how this affects the game (speed, skills required etc.) Use a wipe-board, laminated A3 sheet of paper to note down comments & ideas.</p>	<ul style="list-style-type: none"> Ability to respond consistently in the games they play, choosing and using skills appropriate to the situation Able to choose positions within teams and know how to help when attacking Ability to use space productively for them and their teams Ability to use a variety of tactics to retain the ball Ability to decide and use appropriate strategies to move the ball towards their opponent's goal Able to mark and defend their goal(s)
<p>Knowledge and understanding of fitness and health:</p> <ul style="list-style-type: none"> To know and understand the basic principles of warming-up and understand why it is important for good-quality performance To demonstrate they understand the principles of warming up by choosing appropriate activities for the games they are going to play 			<ul style="list-style-type: none"> Suggest ideas for warming-up explaining their choice Recognise exercises & activities that help strength, speed and stamina

Evaluating and Improving performance:

- To choose and use information to evaluate their own and others' work

Week 3: Groups from previous week to continue developing their game where the parameters are decided by the class e.g. game will be contact / non-contact, interception / tackle game etc. Groups to refine their game and then present to the rest of the class. Class to decide on best game using criteria agreed in the previous lessons. Children to discuss the role of a coach within team sports. Using their new games as contexts, what / how would the coach improve the performance of their teams?

Week 4: Appoint coaches to each team (sides ideally 4 – 6 players) coach ideally comes from winning group. Coach and team to practice three strategies / skills they think would be important to success within the new game. If able, ask teams to organise a practice that focuses on one or more of these skills and, if time permitting, show to the rest of the class. Evaluate and comment as whole class group.

Play small-sided games. At regular intervals give teams 'time-outs' to re-organise themselves. Set them targets. E.g. improve your defensive strategy / attacking strategy, inclusion of all players, what to do if they are blocked by defenders. Use good examples to show others groups.

Week 5: Teams to play round-robin tournament. (Teams from previous weeks) give teams a few minutes to remember and practice successful strategies skills from prior lessons. Non-doers to assist with refereeing / collation of tournaments scores (see attached sheet)
If time permits, allow teams to evaluate their performances e.g. what did they do well (attacking / defending, teamwork etc.) how could they improve on their performances, how effective was the invented game, any further adaptations / additions to be made.

- Ability to identify specific things within a game and explain how well they are being done
- Able to explain why a performance is good
- Able to identify parts of a performance that could be improved and identify practices that will help.